

Wisconsin Knowledge and Concepts Examinations

Criterion-Referenced Test

Educator's Guide



Elementary School

Grades 3–5

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This document provides educators with information regarding the reading and mathematics portions of the Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test for grades three through five. It is intended to serve as a resource for teachers and administrators, describing the development, format, content, and scoring of the WKCE–CRT.

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Chapter 1 General Information

Purposes of the Educator's Guides

The Educator's Guides to the WKCE–CRT were developed to provide Wisconsin educators with an overview of the reading and mathematics portions of the WKCE–CRT being administered for the first time in the 2005–2006 school year. A separate guide has been developed for each of these three levels: Elementary School, Middle School, and High School.

Each of these guides contains shared information about the test, including its general design and format, an explanation of how test results are used, a description of sound test administration procedures, and guidance for educators to help students prepare effectively for the test.

Individual guides contain grade-appropriate reading passages designed to illustrate the types of passages that students will encounter in the reading portion of the WKCE–CRT. Each guide also includes grade-appropriate selected-response and constructed-response questions for both reading and mathematics. To clarify how student responses to constructed-response questions are scored, the guides also include reading and mathematics rubrics along with scored sample student responses to selected constructed response items. These detailed descriptions and examples of selected-response and constructed-response questions are provided for educators as illustrations of the types of questions that will be found on the WKCE–CRT.

Links to other resources and information located at the Wisconsin Department of Public Instruction's website are provided throughout each guide.

General Background for the WKCE–CRT

Beginning in the 2005–2006 school year, the federal No Child Left Behind Act requires all states to test all students in reading and mathematics in grades 3–8 and once in high school (grade 10 under Wisconsin law s. 118.30). These tests are referred to as the Wisconsin Knowledge and Concepts Examinations—Criterion Referenced Tests (WKCE–CRT) and replace the WKCE reading and mathematics tests beginning in fall 2005. The WKCE–CRT also replaces the Wisconsin Reading Comprehension Test, which was previously administered to students in grade 3. Language Arts, Science, and Social Studies continue to be assessed at grades 4, 8, and 10. Student performance on these tests is reported in proficiency categories and is used to determine the adequate yearly progress of students at the school, district, and state levels. Summative information regarding student performance on statewide assessments can be found at <http://dpi.wi.gov/sig/index.html>.

The WKCE–CRT is a large-scale standardized achievement test. Standardized tests are administered using standard procedures for directions, time limits, and scoring criteria to ensure uniform testing conditions for all students. The purpose of achievement tests is to tell about student achievement and give a degree of insight into how well the curriculum prepared the student. If students in a given school score particularly well on some aspect of an achievement test, there is a good chance that their curriculum succeeded in preparing them for the test. Test results are one source of information educators can use to make decisions about whether and how to adjust instruction for individual students or groups of students.

A criterion-referenced test, the WKCE–CRT has been customized to measure the knowledge and skills Wisconsin educators have determined are appropriate and desirable for Wisconsin students. Customized criterion-referenced tests have many advantages for educators and students: 1) they help ensure that the content covered on an assessment aligns with classroom instruction, 2) they invite teacher involvement at all stages of the test development process, 3) they provide professional development activities for teachers engaged in the process of developing statewide standards for teaching and learning, 4) they provide clear learning goals for students.

The WKCE–CRT is a summative assessment and measures how well Wisconsin students have mastered the Wisconsin Model Academic Standards (WMAS). The reading test focuses on content standard A: Reading and Literature. The mathematics assessment focuses on all content standards of the WMAS. The reading and mathematics tests include both selected-response and constructed-response items. Students record responses to all questions in the test book. The selected-response items have four answer choices; students select one option for the correct answer. The constructed-response items allow students to demonstrate their skills at more complex levels of thinking and are scored by a professional staff experienced in providing reliable and consistent hand-scoring services. Short-answer items allow partial credit for partially answered questions.

Overview of the Test Development Process and the Role of Wisconsin Educators

Wisconsin educators have played a vital and essential role in the development of the WKCE–CRT. Because the WMAS exist only for grades 4, 8, and 12 and define the knowledge and skills students should acquire by the end of grades 4, 8, and 12, it was necessary for Wisconsin educators to establish grade-level content descriptors for grades 3, 5–7, and 10. Furthermore, it was necessary for Wisconsin educators to define what students should know and be able to do *at the beginning* of the school year,

as the WKCE–CRT is administered in the fall. In the fall of 2003, committees of teachers in both reading and math met to address this need. They worked together to create assessment frameworks documents that clarified the knowledge and skills in reading and math appropriate for Wisconsin students at the beginning of grades 3-8 and 10. The WMAS in reading and math served as the foundation for that work.

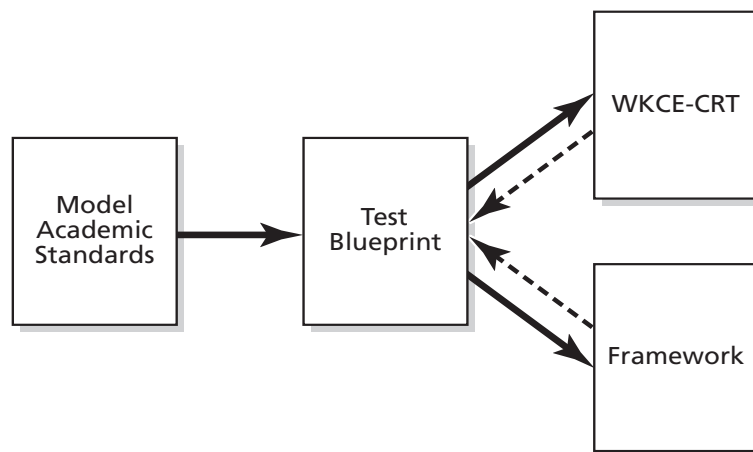
Committees of Wisconsin educators have participated in all stages of developing the WKCE–CRT. In addition to educators participating in the development of the content frameworks, teachers also participated in reviewing and selecting reading passages, reading items, and math items. Committees also met to review and edit the test items for content appropriateness, difficulty, and fairness prior to pilot testing. CTB/McGraw-Hill conducted item pilot testing in May 2004 and forms calibration in December 2004, based on a stratified random sample, drawing from all public schools in the state. The term *forms calibration* refers to the calibrating and equating steps necessary to compare both students' scores and the difficulty of items across multiple forms. Following the May 2004 pilot administration, a panel of educators met in October 2004 to review the statistical functioning of a sample of items. Wisconsin educators also participated in range finding to identify anchor papers for each score point of the constructed response items field-tested in 2004. A few Wisconsin teachers piloted the reading passages, reading items, and math items presented in this handbook so that sample items and sample student responses could be available to all Wisconsin educators.

Chapter 2 Assessment Frameworks

Purpose and Development of the Assessment Frameworks

The reading and mathematics assessment frameworks describe the knowledge and skills measured by the WKCE–CRT at each grade. The assessment frameworks are based upon the Wisconsin Model Academic Standards (WMAS). Whereas the WMAS identify the knowledge and skills that students should master by the end of grades 4, 8, and 12, the assessment frameworks describe the knowledge and skills that students should possess at the beginning of the school year for grades 3–8 and 10. It is important to note, however, that the assessment frameworks are designed merely to support and reinforce classroom instruction toward student success on the WKCE–CRT; they are *not* in any way intended to replace a local curriculum. While the assessment frameworks describe the content assessed by the test, they are not meant to limit what should be taught at any given grade level.

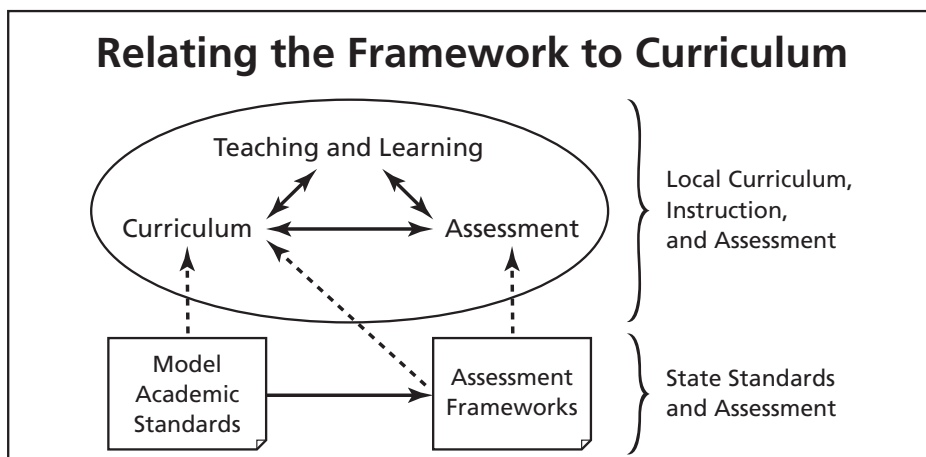
The diagram below shows the relationship between the Wisconsin Model Academic Standards, the test blueprint, the assessment frameworks, and the WKCE–CRT.



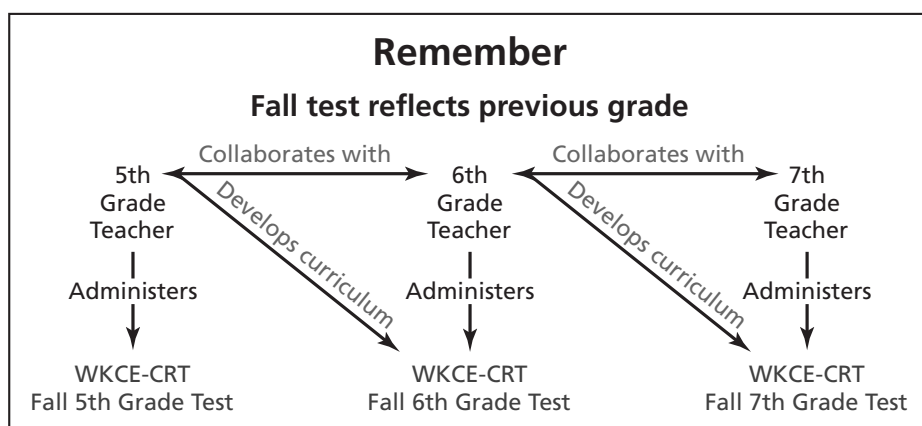
While considering the assessment frameworks, it is also important to recognize that even though a skill may not be measured at a given grade level, it does not necessarily follow that that skill should not be taught. If a student is expected to master a skill at a given grade level, it is important that the necessary foundation skills be taught in the previous grade or grades. The assessment frameworks may be useful to educators by fostering discussion across grades about the interrelation of skills and concepts taught at each level. The assessment frameworks intend for skills to be taught *in context* to ensure greater comprehension. The best way to prepare students for the WKCE–CRT is to combine the assessment frameworks with ongoing instruction and assessment.

The two diagrams below are intended to help encourage discussion among educators about local curriculum, state standards, and the framework knowledge and skills assessed at one grade that must be part of the curriculum prior to the assessed grade.

Suggested relationships among the Wisconsin Model Academic Standards, academic assessment frameworks, and local curriculum, instruction, and assessment should exist. Solid arrows indicate direct influence, and dotted arrows indicate indirect or recommended influence.



Another way to use the assessment frameworks is as a basis for teachers to engage in multi-grade-level discussions. Since the test is administered in the fall, students should have an opportunity to acquire the knowledge and skills that will be assessed prior to the tested grade. Similarly, teachers will want to examine test results from the next-higher grade level for feedback on what is happening at their own grade level, as illustrated in the example below.



More information on the development and suggested use of the WKCE–CRT assessment frameworks can be found on the Web at <http://dpi.wi.gov/oea/wkce-crt.html>. For more information on the Wisconsin Model Academic Standards, please visit the DPI website at <http://dpi.wi.gov/oea/standrds.html>.

Chapter 3 Test Characteristics and Use of Results

Test Format

The WKCE–CRT consists of two types of items, selected-response items and constructed-response items. For the reading test, approximately 90 percent of the score points at each grade level come from selected-response items, and the remaining 10 percent come from the constructed-response items. For the mathematics test, the percentage of score points from selected-response or constructed-response items varies; however, approximately 70 to 80 percent of the score points come from selected-response items and the remainder from constructed-response items.

Students will record their answers to selected-response items by filling in the appropriate bubble next to the correct answer in the test book. Students will write their answers to constructed-response items on the lines or in the space provided in the test book.

Test Design

The WKCE–CRT is designed with enough selected-response and constructed-response items to provide reliable scores for each reporting category. There may not be a test item for every sub-skill; rather, the items sample the content represented by the sub-skills. The tables on the following pages show the number of test sessions for each grade and content area, the approximate number of items per session, and the approximate number of minutes of testing time per session.

The WKCE–CRT uses an embedded field test design, which means that during the regular fall administration of the test, students complete an operational portion for each content area as well as completing field test sections. The operational portions of the test are used to report official test scores to the Wisconsin Department of Public Instruction. The field test items do not contribute to students' scores. If the new field test items are determined to have adequate psychometric properties, they are added to a pool of items that may be used on operational test forms in future administrations of the WKCE–CRT.

WKCE–CRT Operational Test Design

Grade	Content Area	Session	SR*	CR*	ER/ Prompt*	Minutes*
3	Reading	1	20	1		40
		2	20			40
		3	20	1		35
		4	24	1		45
		Total	84	3		160
	Mathematics	1	15	1		25
		2	20	2		35
		3	15	2		30
		4A	5	1		15
		4B	10	1		20
		Total	65	7		125
	Total for Grade		149	10	0	285
4	Reading	1	20	1		40
		2	20	1		40
		3	20			35
		4	24	1		45
		Total	84	3		160
	Mathematics	1	15	1		25
		2	20	3		40
		3	15	2		30
		4A	5	1		15
		4B	10	1		20
		Total	65	8		130
	Language Arts	1	35			40
		2			1	30
		Total	35		1	70
	Science	1	40			40
		Total	40			40
	Social Studies		43			43
		Total	43			43
	Total for Grade		267	11	1	443

SR = Selected Response

CR = Constructed Response

ER/Prompt = Extended Response or Prompt

*Item counts and session times are approximate and include field test items for reading, mathematics, and social studies. The WKCE–CRT Operational Test Design shown above is one example of one form. Additional forms may vary slightly.

WKCE–CRT Operational Test Design (continued)

Grade	Content Area	Session	SR*	CR*	ER/ Prompt*	Minutes*
5	Reading	1	21	1		40
		2	19	1		40
		3	20	1		40
		4	24	1		45
		Total	84	4		165
	Mathematics	1	15	1		25
		2	20	3		40
		3	20	3		40
		4A	5	1		15
		4B	10	1		20
		Total	70	9		140
	Total for Grade		154	13	0	305

SR = Selected Response

CR = Constructed Response

ER/Prompt = Extended Response or Prompt

*Item counts and session times are approximate and include field test items. The WKCE–CRT Operational Test Design shown above is one example of one form. Additional forms may vary slightly.

Test Blueprint

A test blueprint specifies how many selected-response and constructed-response items will measure the content objectives and sub-skills. Each year, the form of the test administered follows the blueprint, which helps ensure that test results can be compared from year to year because the content measured by the test remains stable.

Wisconsin educators participated in determining the test blueprints. The process of establishing the test blueprint focused on distributing the items and score points across the content objectives and sub-skills to reflect the relative emphasis placed on the knowledge and skills included in the assessment framework at each grade level. The distribution of items and score points for each reporting category may vary by grade level to reflect shifts in instructional emphasis across the grades.

The tables on the following pages show the reading and mathematics operational test blueprints for grades 3 through 5. The embedded field test items are in addition to the items listed below. The test design tables above include all items—operational and field test.

Reading Test Blueprint

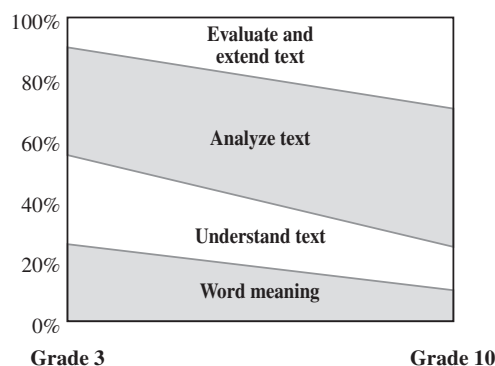
Reporting Category		Grade 3			Grade 4			Grade 5		
		SR	CR	Points	SR	CR	Points	SR	CR	Points
1	Determine meaning of words and phrases in context	16		16	13		13	13		13
1.1	Use context clues to determine meaning of words and phrases	8			8			7		
1.2	Use knowledge of word structure to determine meaning of words	5			3			3		
1.3	Use word reference materials to determine the meaning of words and phrases	3			2			3		
2	Understand Text	19		19	18		18	17		17
2.1	Demonstrate understanding of literal meaning by identifying stated information in literary text	8			8			7		
2.2	Demonstrate understanding of literal meaning by identifying stated information in informational text	8			8			7		
2.3	Demonstrate understanding of explicitly stated sequence of events in literary and informational text	3			2			3		
3	Analyze Text	20	1	23	23	1	26	20	2	26
3.1	Analyze literary text	10			10			9		
3.2	Analyze informational text	7			9			8		
3.3	Analyze author's use of language in literary and informational text	3			4			3		
4	Evaluate and Extend Text	5	1	8	6	1	9	10	1	13
4.1	Evaluate and extend literary text	2			2			4		
4.2	Evaluate and extend informational text	2			2			4		
4.3	Evaluate and extend the author's use of language in literary and informational text	1			2			2		
	Total for Test	60	2	66	60	2	66	60	3	69

Mathematics Test Blueprint

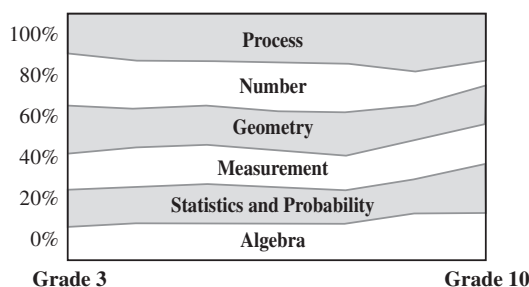
Reporting Category		Grade 3			Grade 4			Grade 5		
		SR	CR	Points	SR	CR	Points	SR	CR	Points
A	Mathematical Processes	0	5	10	0	6	12	0	7	14
A.a	Reasoning									
A.b	Communication									
A.c	Connections									
A.d	Representation									
A.e	Problem Solving									
B	Number Operations and Relationships	12	1	13	11	2	13	13	1	14
B.a	Number Concepts	6			5			6		
B.b	Number Computation	6			6			7		
C	Geometry	11	1	12	10	1	11	10	2	12
C.a	Describing Figures	4			3			2		
C.b	Spatial Relationships and Transformations	5			6			6		
C.c	Coordinate System	2			1			2		
D	Measurement	9	1	10	9	1	10	10	2	12
D.a	Measurable Attributes	3			3			4		
D.b	Direct Measurement	5			5			4		
D.c	Indirect Measurement	1			1			2		
E	Statistics and Probability	9	1	10	9	1	10	11	1	12
E.a	Data Analysis and Statistics	5			5			7		
E.b	Probability	4			4			4		
F	Algebraic Relationships	9	1	10	11	1	12	11	1	12
F.a	Patterns, Relations, and Functions	2			6			5		
F.b	Expressions, Equations, and Inequalities	4			3			3		
F.c	Properties	3			2			3		
	Total for Test	50	5	65	50	6	68	55	7	76

The graphs below provide visual representations of approximate item distribution according to reporting category for both the reading and the mathematics portions of the WKCE–CRT.

WKCE–CRT Reading Assessment Blueprint



WKCE–CRT Mathematics Assessment Blueprint



Use of Test Results

The results of the WKCE–CRT are used by the Department of Public Instruction for accountability measures for schools and districts, as required by state and federal laws. Districts and schools will receive a variety of score reports that will provide information helpful in evaluating the effectiveness of instruction and to plan curriculum and instruction. It is important to remember that the WKCE–CRT samples the content domain and is not an exhaustive assessment of reading and mathematics content concepts and skills. Therefore, when evaluating instructional programs and the performance of individual students, it is important to consider other sources of information in order to have a complete picture of the student, the educational program, the school, or the district.

When used in conjunction with other measures of achievement, such as classroom observations and teacher-developed tests, the WKCE–CRT can provide valuable information about the progress of individuals and groups of students, as well as about the effectiveness of educational programs.

State and federal laws require the annual review of school performance to determine academic student achievement and progress. Annual review of school performance required by the federal No Child Left Behind Act (NCLB) is based on the school's *Test Participation*, the *Other Indicator* required (Graduation or Attendance rate for the *All Student* group), and the proficiency rates on the academic indicators, Reading and Mathematics. The proficiency rates on the WKCE–CRT and *Wisconsin Alternate Assessments* (both for English language learners and students with disabilities) are based on the test scores of students enrolled in the school for a full academic year (FAY). The overall goal of NCLB is for all Wisconsin students to attain the “Proficient” or “Advanced” levels in Reading and Mathematics by the year 2014. For more information about Adequate Yearly Progress (AYP), see the DPI website: <http://dpi.wi.gov/oea/accounty.html>.

Chapter 4 Reading

Reading Passage Characteristics

The reading passages on the WKCE–CRT are primarily intact, previously published passages presented in formats that include graphics such as photos, drawings, and illustrations. All information needed for a correct response will be included in the passage(s). Knowledge acquired in another content area will not be required to understand the information in the passage.

There are three types of reading passages on the WKCE–CRT: literary texts, informational texts, and everyday texts. Literary passages include prose and poetry; prose includes both fiction and nonfiction text. The table below gives examples of the specific types of texts that may appear on the WKCE–CRT at given grade levels.

Grade Level	Literary Text (Prose and Poetry)	Informational Text	Everyday Text
3-4	Realistic fiction, animal stories, poetry, drama, folktales, fables, biography	Nonfiction trade book excerpts, magazine articles	Charts, schedules, menus, tickets, product labels, safety notices, school-related texts, simple instructions
5-6	Realistic fiction, poetry, drama, biography, autobiography, historical fiction, myths	Magazine, textbook, and newspaper articles, government documents	Charts, schedules, simple forms, applications (for example, camp), product labels, safety notices, simple instructions
7-8	Short stories, novel excerpts, poetry, drama, biography, autobiography	Magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons	Charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, technical instructions
10	Short stories, novel excerpts, poetry, drama, biography, autobiography	Articles, brochures, editorials, essays, memoirs, speeches, reviews, interviews, critiques	Charts, schedules, forms, timelines, applications, coupons, consumer product labels or information, product use or warning labels, safety notices, technical instructions, brochures, advertisements, warranties, trouble-shooting guides

Number of Passages

The WKCE–CRT reading test will consist of at least six and not more than eight reading passages. Each type of reading passage will be represented in the WKCE–CRT. Each version of the test will also include one long and one short literary prose passage, as well as one long and one short informational passage. The table below shows the distribution of reading passages that contribute to students' scores by reading passage type and by length. In addition to the six passages identified in the table below, there will be at least two field test reading passages.

Type of Reading Passage	Number of Passages
Literary Prose	1 short 1 long
Poetry	1
Informational Text	1 short 1 long
Everyday Text	1
Minimum Total	6

Passage Length

Passage length varies according to grade level, though at any given grade level there will be a combination of short and long passages.

Grade Level	Passage Length				
	Words				Pages (Test Book)
	Literary Text (Prose and Poetry)		Informational Text		Everyday Text
	Short	Long	Short	Long	
3-4	300-600	900-1200	300-600	700-1000	Up to 1 page
5-6	350-700	900-1500	350-700	800-1200	Up to 1 page
7-8	400-800	1000-1500	400-800	900-1500	Up to 2 pages
10	400-800	1000-1500	400-800	900-1500	Up to 3 pages

Paired Reading Passages

The WKCE–CRT reading test will include paired reading passages that share common themes, topics, or settings. The inclusion of these paired passages allows for the creation of selected-response and constructed-response items that focus on the students' ability to make comparisons across texts, or to summarize or synthesize information across texts. These passages will also be addressed independently of one another.

For these paired passages, any combination of reading passages types may appear on the test. Possible pairings include a literary prose passage paired with either a poem or an everyday text; an informational passage paired with either an everyday text or a poem; a literary prose passage paired with an informational text. Paired passages are grouped together in a single session; they do not span sessions.

Selection of Reading Passages

The materials selected for the reading test are intended to include a range of age-appropriate and engaging passages representing a variety of texts that deal with a variety of subjects. Passages are chosen that address grade-appropriate topics to which students can relate and which include a range of length and reading difficulty. The aim is to select passages that are accessible to all students.

Furthermore, passages are selected with an eye toward providing a gender- and culturally-rich balance of topics. The intention is to represent minority experiences and authors, provide an appropriate balance of male and female characters and authors, and include topics regarding students with special needs as well.

SAMPLE PASSAGES

Long Informational Passage

Fantastic Flyers

by Andrea Jachman

Something about kites brings out the kid in most people. Maybe it's the beautiful colors. Maybe it's the playful way they dance across the sky (if you're lucky!). Or maybe it's just taking time to enjoy the wind and the sun. Whatever the reason, people have been flying kites for thousands of years.

Kites in History

Old stories suggest that the first kites were made in China. One story tells of a farmer who was working in his fields when a gust of wind blew the bamboo hat from his head. Luckily, the hat couldn't fly away because it was tied with strings under his chin. The wind's tug on his hat gave the farmer an idea. He attached a longer string to his hat and let it soar in the sky. According to the story, the farmer's neighbors soon joined him to fly their own bamboo hats!

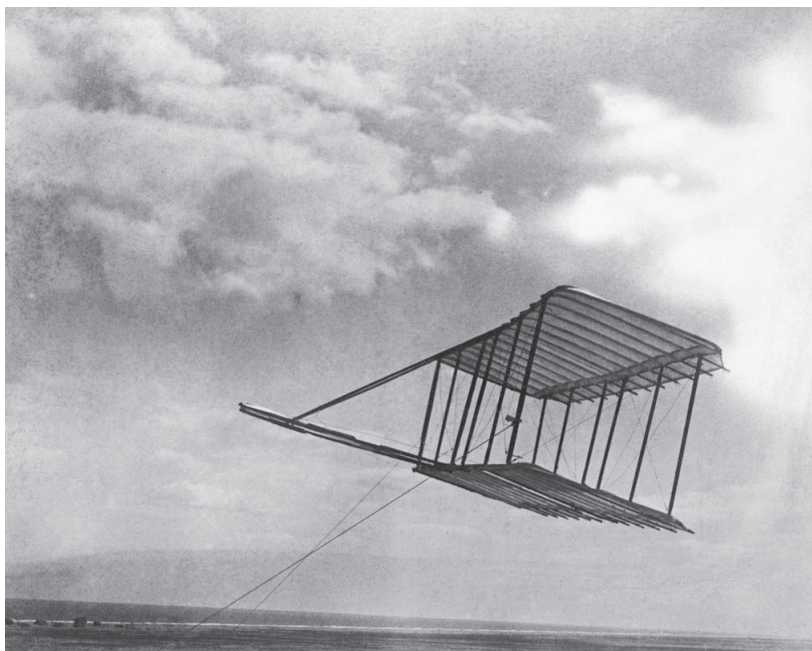
The first written record of kites explains how a Chinese general used a kite to plan an attack. General Han Hsin needed to get inside the walls that surrounded an enemy's castle. He decided to try to surprise his enemy by tunneling beneath the walls. Before he began digging, he flew a kite over the castle's outer walls. By measuring the kite string, he knew how long the tunnel needed to be. When the general's plan worked, kites became a part of military history.

Traders soon introduced kites to countries across the world. Kites became so popular in Japan that government leaders tried to discourage kite flying. They thought people were spending too much time enjoying their kites instead of working. By then, it was too late. People had discovered the joy of flying kites.



Long Informational Passage (continued)

Long after General Han Hsin's flight in ancient China, kites continued to be used as tools as well as toys. In the late 1800s, Wilbur and Orville Wright were growing up in Dayton, Ohio. As kids, the brothers loved flying kites. As adults, they used their knowledge about kites to build machines that would let people fly. Their first machines were gliders that they flew like huge wooden kites. Building and flying gliders helped them learn to design the wings for their flying machine. By 1903, the Wright Brothers had invented the world's first airplane.



The Wright Brothers' Glider Flown as a Kite

Kite Festivals

Today, kiting is a popular pastime and sport in countries all over the world. In India, people fly kites from their rooftops during the Festival of Spring. Every May the World Kite Festival is held on the beach in Uchinada, Japan. Here kites from many nations fly alongside traditional Japanese kites such as Edo kites. These huge decorative kites are equipped with a device that makes a humming sound in the wind. When many Edo kites fly together, they create an impressive sound as well as a beautiful sight.

The United States has a special kite festival every April in Washington, D.C. People who are very serious about kites participate in a variety of contests including the highest-flying kite, the longest-flying kite, and even kite stunts, like somersaults!

Wisconsin probably holds some of the coldest kite festivals! Each New Year's Day, people in Milwaukee, Wisconsin, can attend the "Cool Fool Fly" kite festival on the city's waterfront. Another chilly festival is held each February in Madison, Wisconsin. "Kites on Ice" attracts world-class flyers who launch some spectacular kites above the frozen waters of Lake Mendota. For several days, colorful kites brighten Madison's wintry sky with a promise of spring.

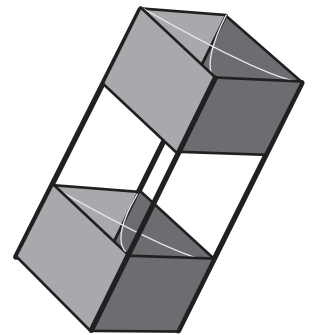
Long Informational Passage (continued)

Kinds of Kites

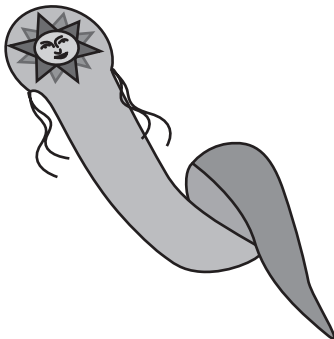
There may be as many different kinds of kites as there are people. All it takes to make a kite is a little knowledge and imagination. Kites may be very simple or very elaborate, with decorated tails, multiple strings (called “lines”), and beautiful designs. Below are just four of the basic kinds of kites.



A **diamond kite** is the simplest kite. It is flat and has a tail to help it fly. Sometimes people string these kites together to create long, colorful trains.

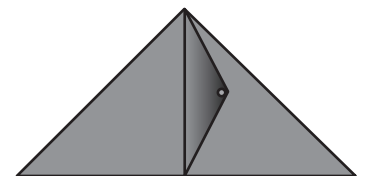


A **box kite** has four surfaces that make it steadier than a diamond kite. It is a good kite to fly when the wind is stronger.



A **dragon kite** usually has beautiful designs and a long, curling tail, like a dragon.

A **delta kite** might be perfect if you want to try fancy stunts. Delta kites can fly very fast. Some can even turn sharp corners! The two lines on a delta kite make it easier to control how the kite moves.



Go Fly A Kite!

If you have never flown a kite, you might want to give it a whirl. The first kites were flown thousands of years ago, but people around the world continue to enjoy these fantastic flyers.

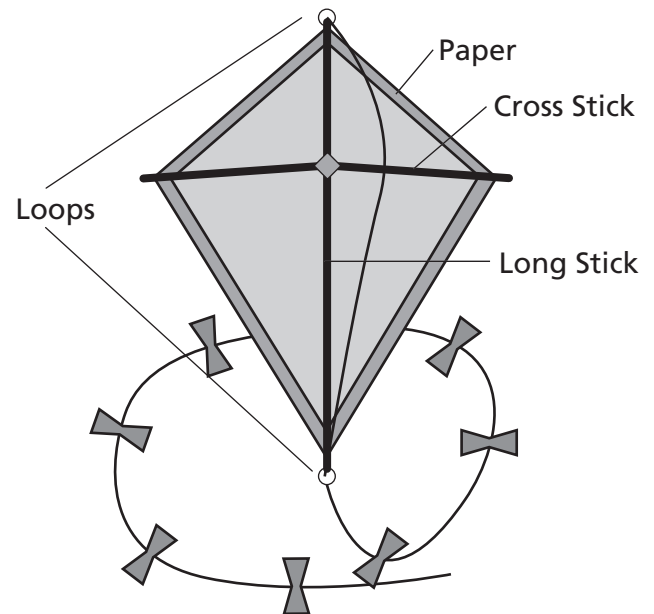
Make Your Own Kite

by Andrea Jachman

If this is the first time you have made a kite, you'll probably want to keep it simple. At the end of the steps below, you can decorate your kite to make it your very own special flyer!

What You'll Need

- String
- Tape or glue
- Scissors
- Ruler
- Sturdy knife (and an adult to help you use it!)
- 1 sheet of strong paper, about 45 inches x 45 inches
- 1 wooden stick about 40 inches long – this will be your long stick
- 1 wooden stick about 35 inches long – this will be your cross stick
- Glitter paint, crayons, ribbons, or markers – anything you want to use to decorate your kite!



Back View of Kite

Everyday Passage (continued)

Instructions

1. Place the cross stick across the long stick, about 10 inches from the top of the long stick. Be sure that the center of the cross stick is placed on the long stick.
2. Using the string, tie the two sticks together. When you are sure that the sticks are crossed correctly, glue the sticks and string to make sure they will stay together.
3. Get an adult to help you cut a deep notch at each end of the crossed sticks. Now you have your kite frame!
4. Next, cut a piece of string that is long enough to go all the way around the kite frame. Tie the string to the top of the long stick. Tie a small, extra loop in the string. Stretch the string to one side of the cross stick, then down to the bottom of your long stick. Tie a small, extra loop to this end, too. Then stretch the string around the remainder of the frame and tie it off. Make sure the string is tight!
5. Place your frame on top of the paper. Cut the paper around the frame, leaving about an inch of paper on all sides. Fold the extra paper over the frame. Stretch it tightly, and tape or glue it.
6. Tie a piece of string to the first loop you made, at the top of the kite. About 3 inches down, make another little loop with this string. (You will tie your line – the string that you hold onto when flying your kite – to this little loop.) Then tie the other end of the string to the bottom loop.
7. You may make a tail by tying ribbons to a piece of string attached to the bottom small loop. A tail might make your kite easier to control.
8. Make your kite your own by decorating it any way you like!

People say that a kite has no spirit until it is flown. Even if you are just making your kite for decoration, bring it outside one time and let it soar!

Safety Tips

NEVER fly your kite during a storm! Your kite may attract lightning, which can injure you.

ALWAYS fly away from power lines, roads, and airports.

WEAR gloves to protect your hands. A gust of wind might suddenly pull your kite line up and away from you. Fast-moving line can really burn!

BE CONSIDERATE of others. Watch where you are flying, and give other fliers plenty of room!

Nonno's Garden

by Jennifer Chamberlain

Anthony's school was just a few blocks from the apartment where he lived. Anthony usually raced home to be with his grandpa, Nonno. They would talk and wait for Anthony's mom to come home from work. But today Anthony walked slowly. He stared at the ground and kicked stones with his sneakers. Something was wrong with Nonno. He had changed since he came to live with Anthony and his mother two years ago.

Nonno had come all the way from Italy to live with them in the city. At first, Nonno was full of stories about growing up in Italy. Anthony liked hearing the stories. Anthony's favorite story was about Nonno's little garden.

Nonno loved to grow things when he was a boy. So Nonno's mother cleared a small space for a garden near the sunny side of the house. Nonno decided to grow one of his favorite foods - tomatoes. His mother showed him how to push his finger into the soil to form a well and how to drop in one seed at a time. Then they covered the seeds with soil. "Now, don't forget to water them," his mother said. Nonno told Anthony how he had waited two whole months for his tomatoes. Nonno's eyes sparkled when he said, "They were the best I'd ever tasted!"

But now Nonno was always tired. He stopped telling stories. He didn't smile much. His eyes never sparkled. Sometimes he hardly spoke to Anthony. Nonno just sat at the window and stared out at the city.

Anthony kicked another stone. This one landed near a dandelion. The bright yellow flower had pushed up through a crack in the sidewalk. Anthony remembered what Nonno told him about dandelions.

"Anthony," Nonno said. "Most people dislike dandelions. They think they are weeds. I like dandelions because they are bright and strong. They can grow anywhere. People love roses. They think roses are beautiful. But roses are not strong like the dandelion."



Long Literary Passage (continued)

Anthony stared at the dandelion and began to think. If a dandelion could grow in a sidewalk, a tomato plant could grow in an apartment! He reached into the pocket of his jacket. His fingers curled around three quarters. He hoped they would be enough to get what he needed.

Anthony remembered seeing seed packets on a rack in the market near his apartment. He ran past the front door of his apartment building. “I hope Nonno isn’t looking out the window,” Anthony thought, “I want to surprise him!”

Anthony pushed open the door to the market and hurried to the rack of seed packets. He read the names out loud, “Peas, peppers, radishes, tomatoes!” The seeds were only 50 cents!

Anthony grabbed a packet of tomato seeds and rushed to put two quarters on the store counter. “I am going to grow tomatoes with Nonno. Now he won’t miss his home anymore,” Anthony told the shop owner.

“Good luck, son. Don’t forget to give the plants plenty of water,” the shop owner instructed.

Anthony raced out of the store. He couldn’t wait to show the seeds to Nonno. He ran up all four flights of stairs of the apartment building. Anthony dropped the packet of seeds twice before he got to his door.

“Nonno! Nonno! I have something for you!” Anthony cried as he flew into the apartment.

“Slow down, Anthony. You’ll hurt yourself,” said Nonno. He got up slowly from the chair near the window.

“Now what is it that you have?” Nonno asked.

“Nonno, it is something that will make you happy.” Anthony took Nonno’s hand and put the packet of seeds in it. “We will grow tomatoes. Like you did when you were little. We can’t have a garden, but we can grow the plants in a pot. We will eat tomatoes from the vine like you did!”

Nonno looked down at the tomato seeds. Then he looked at Anthony.

“We will grow the best tomatoes in the city,” Nonno said. “Even better than the ones I used to grow. Do you know why our tomatoes will be better, Anthony?” Nonno asked.

Anthony shook his head.

“Plants that grow in the city must be strong. They must fight for the sunlight and the rain. Our tomato plants will be strong like the dandelions.”

Anthony could see that the seeds made Nonno happy. “Tell me a story, Nonno.” Anthony said. “The one about your tomato plants in Italy.”

Long Literary Passage: *(continued)*

“No, Anthony,” Nonno said, smiling. “Today we will make up a new story. The one about our tomato plants in the city.”



A Flower in the City

by Josh Pierce



Somehow this little seed found it,
A sliver of soil near a city street,
And was sheltered from the stamping
Of a thousand people's feet.

Raindrops fell to water it
And soon there was a sprout,
Followed by a stem and leaves
That stretched out all about.

Then one day a tiny bud
Blossomed beneath the sun,
And after weeks of striving,
The seed's hard work was done.

A small flower in a great big city
Can still brighten up the day,
As its petals add their color
To the sidewalk's dusty gray.

And though no one seems to notice—
They don't even turn their heads—
This crack along the sidewalk
Has become a flowerbed!

Sample Reading Items: Selected Response

Reading items on the WKCE–CRT are aligned with the Wisconsin assessment frameworks. Items can be divided into four categories corresponding with the various reporting categories.

1. Determine the meaning of words and phrases in context

Items measuring reporting category 1 will require students to use context clues, word structure, and reference materials to determine the meaning of unknown words.

This item requires students to use clear context clues to determine the meaning of an unfamiliar word.

(from “Fantastic Flyers”)

Read this sentence from the passage.

Kites may be very simple or very elaborate, with decorated tails, multiple strings (called “lines”), and beautiful designs.

The word elaborate means

- A)* fancy
- B) popular
- C) steady
- D) useful

This item also addresses students’ ability to determine the meaning of an unfamiliar word. In this case, the item requires students to consider the poem as a whole.

(from “A Flower in the City”)

Read these lines from the poem.

Somehow this little seed found it,
A sliver of soil near a city street,

What does the word sliver mean in these lines?

- A) big hill
- B)* thin strip
- C) rocky spot
- D) shiny piece

1. Determine the meaning of words and phrases in context (*continued*)

Other items, such as this one, may ask students to determine the meaning of compound words. Similar items may also require students to use prefixes and suffixes to help identify or refine word meaning.

(from “A Flower in the City”)

Read these lines from the poem.

This crack along the sidewalk
Has become a flowerbed!

A flowerbed is a place where flowers

- A) rest
- B)* grow
- C) are sold
- D) are covered

Some items will replicate dictionary entries in order to measure students’ ability to choose the appropriate meaning of multiple-meaning words found in context.

(from “Make Your Own Kite”)

Read this dictionary entry.

burn v. 1. To be in flames; on fire. **2.** To give off a bright light. **3.** To experience a strong emotion. **4.** To sting or hurt sharply.

Now read these sentences from the passage.

Wear gloves to protect your hands. A gust of wind might suddenly pull your kite line up and away from you. Fast-moving line can really burn!

Which meaning of burn is used in the third sentence?

- A) definition 1
- B) definition 2
- C) definition 3
- D)* definition 4

1. Determine the meaning of words and phrases in context (*continued*)

Some items will require students to determine the meaning of figurative language in context.

(from “Fantastic Flyers”)

Read this sentence from the passage.

If you have never flown a kite, you might want to give it a whirl.

In this sentence, give it a whirl means

- A)* try it
- B) see it
- C) spin it
- D) leave it

2. Understand text

Items measuring reporting category 2 will ask students to identify stated information found in passages, locate explicitly stated information found in a given passage, and show an understanding of explicitly stated sequences in a text.

The item shown here measures students' ability to locate stated information in a given text.

(from "Fantastic Flyers")

Which section of the passage contains information about kite contests?

- A) Kites in History
- B)* Kite Festivals
- C) Kinds of Kites
- D) Go Fly a Kite!

This item requires students to identify an important detail in a literary passage. Other items that assess this skill may require students to identify stated information about story elements such as setting, events, problem, solution, character, or theme.

(from "Nonno's Garden")

What kind of seeds does Anthony buy?

- A) dandelion
 - B) pepper
 - C) rose
 - D)* tomato
-

This item assesses students' ability to understand the explicitly stated sequence of events in a given passage. Students may also be required to show an understanding of the proper sequence in which the different sections of a given text are presented.

(from "Make Your Own Kite")

What should you do next after you create your kite frame?

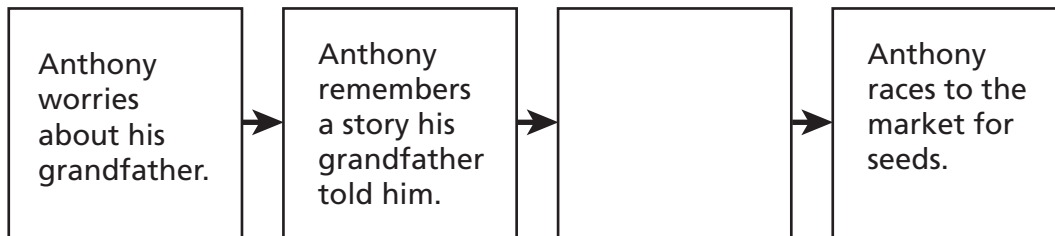
- A) Make a loop to which the line can be tied.
 - B) Tie the long stick and cross stick together.
 - C)* Cut a piece of string that will stretch around the frame.
 - D) Trace a piece of paper that is slightly larger than the frame.
-

2. Understand text (*continued*)

This item gives an example of another format in which sequence items may appear. The boxed events are all significant events in the passage. The answer choices are all events that actually occur in the passage, but only one of them fits the sequence.

(from “Nonno’s Garden”)

Here are some of the events in the passage.



Which of these events belongs in the empty box?

- A) Anthony tells a shop owner his secret plan.
- B)* Anthony gets an idea when he sees a dandelion.
- C) Anthony and his grandfather wait for his mother.
- D) Anthony and his grandfather make up a new story.

3. Analyze text

Items measuring reporting category 3 will require students to identify main ideas and themes, summarize events, and make a number of inferences about aspects of the text, including inferences about the author's purpose.

Other knowledge and skills that may be assessed include understanding the use of sound devices such as rhyme or alliteration, the use of narrative techniques such as flashback, or the understanding of differences among genres.

This item requires students to compare the qualities of two kites and come to a conclusion.

(from "Fantastic Flyers")

One way that a diamond kite is different from a dragon kite is that a diamond kite

- A) has a tail, but a dragon kite does not
- B)* has four sides, but a dragon kite does not
- C) is good for tricks, but a dragon kite is not
- D) can be decorated, but a dragon kite cannot

This item measures students' ability to summarize relevant information in the text.

(from "Fantastic Flyers")

The story about the Chinese farmer suggests that the invention of the first kite was

- A)* accidental
- B) difficult
- C) frightening
- D) secret

This item requires students to infer which of the steps in the process are necessary and which is optional.

(from "Make Your Own Kite")

Which step in the project is suggested but not necessary?

- A) step 2
- B) step 4
- C) step 5
- D)* step 7

3. Analyze text (*continued*)

Analysis items require students to go beyond the literal information in a text by inferring relationships between ideas in the text. This item assesses students' ability to analyze a character's actions based on information in a literary passage.

(from "Nonno's Garden")

What is the most likely reason that Anthony drops the packet of seeds twice before he reaches his door?

- A) He has a very heavy packet of seeds.
- B) He has forgotten that he is carrying the seeds.
- C)* He is excited about showing the seeds to his grandfather.
- D) He is tossing the seeds into the air as he climbs the stairs.

Items such as this one will assess students' ability to summarize important ideas in a given passage.

(from "Nonno's Garden")

The passage is mostly about Anthony

- A) wanting to plant a garden
- B) listening to Nonno tell stories
- C)* trying to make Nonno happy again
- D) learning about different kinds of plants

In essence, this item requires the student to identify the implied theme of the poem. Although this is a sophisticated skill, it is within the reach of thoughtful readers at grades 3–5.

(from "A Flower in the City")

What is most special about the flower in the poem?

- A) It has a rare and beautiful smell.
- B) It is larger than most plants in the city.
- C) It makes people happy when they see it.
- D)* It grows and blooms where it is difficult to do so.

3. Analyze text (*continued*)

This item requires students to understand the poet's use of figurative language, in this case, personification. Students will not, however, be expected to label literary devices.

(from "A Flower in the City")

Which line from the poem makes the flower seem like a person?

- A) And was sheltered from the stamping
- B) And soon there was a sprout
- C)* The seed's hard work was done
- D) This crack along the sidewalk

4. Evaluate and extend text

Items measuring reporting category 4 will assess students' ability to make connections between texts (or between text and self or text and world), make predictions, identify an author's purpose, and evaluate an author's choice of words.

In items such as the one shown here, students will be required to extend texts and make predictions either about specific situations or about the larger dynamics of the text itself. These items will appear in both selected-response and constructed-response formats.

(from "Make Your Own Kite")

What would most likely happen if the string that makes the frame was not pulled tightly enough?

- A) There would not be a place to attach the tail.
- B) There would not be enough string for the loops.
- C) The frame would be too small and the paper would not fit.
- D)* The paper would be loose and the kite would not fly correctly.

This item measures students' ability to extend situations in literary texts in order to make predictions.

(from "Nonno's Garden")

What will most likely happen next in the story?

- A)* Nonno and Anthony will plant the seeds together.
- B) Anthony and Nonno will grow a beautiful rose garden.
- C) Nonno will agree to tell Anthony a story about his childhood.
- D) Anthony will try to think of a new way to make Nonno happy.

4. Evaluate and extend text (*continued*)

Items will require students to make connections between paired passages. Students may either be asked to perform a simple synthesis of information or to compare or contrast different aspects of the two passages. This item, for instance, requires students to take information from one passage and apply it to their analysis of a paired passage.

(pairing “Fantastic Flyers” and “Make Your Own Kite”)

Which kind of kite is made in this project?

- A) a box kite
- B) a delta kite
- C) a dragon kite
- D)* a diamond kite

Other items will ask students to compare larger ideas shared by paired texts.

(pairing “A Flower in the City” and “Nonno’s Garden”)

The poet who wrote “A Flower In the City” and the author of the story “Nonno’s Garden” would most likely agree that

- A) weeds produce the most beautiful flowers
- B) vegetable plants are easy to grow in the city
- C)* plants that grow in the city have to be strong
- D) plants that grow in sidewalks are not important

Reading Assessment Rubrics

General Rubrics for Brief Constructed-Response Items

3 points

- The response demonstrates thorough understanding of the reading concept embodied in the task.
- The response is accurate, complete, insightful, and fulfills all the requirements of the task.
- Necessary support and/or examples are included.
- Information is clearly text-based.

2 points

- The response demonstrates partial understanding of the reading concept embodied in the task.
- The response is accurate and fulfills most of the requirements of the task.
- Necessary support and/or examples may not be complete or clearly text-based.

1 point

- The response demonstrates an incomplete understanding of the reading concept embodied in the task.
- The response provides some information that is text-based, but does not fulfill the requirements of the task.
- Information provided is too general or too simplistic.
- Necessary support and/or examples may be incomplete or omitted.

0 points

- The response demonstrates no understanding of the reading concept embodied in the task.
- The response is inaccurate, confused, or irrelevant.
- The student has failed to respond to the task.

Sample Reading Items: Constructed Response

General Information on CTB/McGraw-Hill Handscoring Facilities and Processes

Student answers to the constructed-response items included on the WKCE–CRT are scored at one of CTB/McGraw-Hill’s handscoring facilities. CTB maintains four full-time handscoring centers located throughout the country. These centers include sites in Salinas, California; Mather, California; Indianapolis, Indiana, and Delran, New Jersey.

CTB uses an imaging handscoring system to present images of scanned test books to trained readers who assign scores for constructed-response items. After training, readers view scanned assessment images on high-quality 19-inch workstation monitors. Images of student responses are automatically routed to two or more readers when required, and images of specific subsets of test items can be routed to designated groups of readers trained to score those items.

Scoring supervisors direct and organize the assessment process and train team leaders and readers. Scoring supervisors have extensive experience as team leaders prior to their selection and are subject-area experts in the content that they supervise and train.

Team leaders are assigned based on their education, scoring experience, and previous success. Team leaders are selected from a pool of highly successful readers. In addition to demonstrated skill and consistency in scoring, team leaders are selected for their interpersonal skills and organizational abilities.

Readers must have at least a bachelor’s degree to be able to score for CTB. In addition, about 25% have master’s degrees or higher; 40% have taught in schools and/or universities, and approximately 33% have degrees in education. Checks are in place to ensure that readers are qualified to score the specific subject matter at each of the corresponding grades assigned to them for a project.

Rangefinding Meetings

Rangefinding meetings are held prior to any scoring of constructed-response items. These meetings involve CTB staff from both handscoring and content, curriculum and assessment specialists from the Wisconsin Department of Public Instruction, as well as a group of Wisconsin teachers with expertise in the appropriate subject matter and grade levels under consideration. The purpose of these meetings is to create clear guidelines for assigning each score point for each constructed-response item. This collaboration is critical in order to ensure that scoring interprets state-approved rubrics in a manner that is consistent with the philosophy, curricula, and pedagogy of teachers in the state of Wisconsin. The foundation of future operational scoring is

created at these rangefinding meetings, as the committee communicates scoring decisions and philosophies associated with each item.

In preparation for rangefinding, a small group of hand-selected CTB team leaders and supervisors sort through a representative sample of student responses looking for a variety of response quality. The scoring supervisor accesses images of scanned student responses and creates either an electronic file of image responses or print responses to assure that the initial review is from a statewide, representative sample. The scoring supervisor reviews constructed-response questions, the state-approved rubrics, and drafted item-specific scoring guides for the items with team leaders. Team leaders sort responses into “high,” “medium,” and “low” folders, making notes on any unique or varied responses. The scoring supervisor reviews the selections, focusing on the noted unique or varied responses and narrowing down possible score points. Master sets are then created for anchors, training sets, qualifying sets, and horizontal papers. These master sets are used during the rangefinding meeting.

During the rangefinding meeting, CTB participants create detailed notes, refine item-specific scoring guides, and listen carefully to the discussion and resolutions on scoring each item to ensure that they completely understand scoring decisions and philosophy and can effectively communicate these decisions and philosophies to reader staff. Following the rangefinding meeting, the scoring supervisor uses these detailed notes and refined item-specific scoring guides to annotate the papers included in master sets.

Maintaining Reliability During the Scoring Process

CTB has multiple processes in place to control both inter-rater reliability (scoring consistency among different readers) and intra-rater reliability (scoring consistency for each reader from day to day).

Intra-rater Reliability

Once a reader has been qualified to score constructed-response items at a specific grade/content area, the daily process of checking that reader’s accuracy begins. Calibration sets of pre-scored papers (check sets) are administered daily to the team leaders and readers to monitor scoring accuracy and to maintain a consistent focus on the established rubric and guidelines. Electronic imaging makes it possible to intersperse the check set papers so that readers do not know that a check set is being administered. Readers whose check set scores regularly fall below the qualifying level are removed from live scoring and are given additional training and another qualifying round. Readers unable to re-qualify are dismissed.

Inter-rater Reliability

CTB uses several means of establishing and maintaining inter-rater reliability. First is the implementation of a qualifying round of training

papers, in which all trainees must obtain a minimum rate of score agreement with pre-established scores assigned by the training materials development team. A second measure, known as the “read-behind,” involves a table leader checking a sample of readers’ scores. Guidelines for score agreement on read-behinds are developed in advance, and when a reader’s score agreement on this measure is below the minimum, the table leader retraines the reader. The read-behind helps maintain the consistency of accurate scoring by readers. It also helps to quickly spot readers who are inconsistently applying the scoring criteria. The third measure is the use of validity check sets during the scoring of actual “live” student responses. This measure looks for score agreement (accuracy), and is used to identify readers or teams that have drifted from the scoring consensus established during reader training. Where check set results are below the minimum standard, readers are retrained before they are permitted to resume live scoring.

Brief Summary of Scoring Terms

Anchor Papers: Anchor papers are carefully selected student responses that are chosen to represent a solid mid-point of the range of a particular score point. Anchor papers, along with annotations, are selected and/or approved during rangefinding meetings.

Check Sets: Sets of pre-scored papers that are administered daily to team leaders and readers during live scoring to monitor scoring accuracy and maintain a consistent focus on the established rubrics and guidelines.

Horizontal Training Rounds: In the horizontal training rounds, readers receive more in-depth training for each item. One of the major purposes of horizontal training papers is to show readers the range of each score point.

Qualification Papers: Qualification papers are used to validate evaluators’ assessment skills before live scoring begins. The scoring philosophy demonstrated in the rubrics and rangefinding documents, as well as the most important scoring issues covered in the training rounds, are represented in the qualifying papers.

Scoring Guides: The scoring guides are essentially the major scoring resource for all readers. They contain the constructed-response question, the state-approved rubric, and item-specific criteria for each score point. Accompanying the scoring guides are the annotated rangefinding papers.

Training Sets: Training sets give the readers the practice they need in accurately applying the scoring guide. Training set papers, along with annotations, are selected and/or approved during rangefinding meetings.

Validity Check Sets: Validity check sets are similar to qualification sets, except that they are administered during the scoring of actual “live” responses as an on-going check of readers’ assessment skills.

Providing Support for Constructed-Response Items

The general rubrics for constructed-response items specify that student responses must provide necessary support or examples that are clearly text-based in order to receive full credit. Text-based support is that which shows that a student's response interacts substantially and meaningfully with specific aspects of a given passage.

Direct quotation from the passage is the most obvious example of support that is clearly text-based. However, quotations that are chosen poorly or haphazardly may do little to demonstrate a student's understanding of a given text. Also, relevant quotations not accompanied by necessary explanation can often only give a general indication of the direction of a student's thinking. In their responses, students must not only provide relevant information from the text, but they must also demonstrate that they understand *why* the information is relevant.

Though direct quotation can serve as excellent support in a response, students need not quote directly from the passage in order to earn full credit. Accurate paraphrasing or characterization of elements in the passage can be sufficient to show that a response is firmly rooted in the particulars of the text. In many cases, students' ability to synthesize important information serves as a better indication of comprehension than does the use of verbatim quotation.

(from “Nonno’s Garden”)

Explain how and why Nonno changes in this passage. Use details and examples from the passage to carefully support your answer. Write your answer on the lines below.

3-point Response #1

Nonno changes in the passage because when he moved to the city from Italy he was sad because he couldn't grow his garden in the city. Then when his grandson, Anthony, bring home a packet of tomatoe seeds for them to grow in the apartment he becomes happy. He becomes happy because his grandson and him are going to have the best apartment grown tomatoes in all of the city.

This response shows a full understanding of the passage and fulfills all of the requirements of the task, noting both how and why Nonno changes. The response also makes use of a good amount of text-specific detail.

3-point Response #2

Nonno changes by being happy. The fact that Anthony went out to the store and bought Nonno tomato seeds with his own money was a big deal. Anthony really cared about his grandfather and really wanted him to be happy again. Nonno was very touched by this move. He became happy again. Which also made Anthony very happy.

This response also fulfills all the requirements of the task. The student gives a plausible and insightful alternate reading of the passage, claiming that it was Anthony's enthusiasm about cheering up his grandfather that helped Nonno to change. This reading is supported by references to specific details in the passage.

2-Point Response #1

Nonno gets happier in this passage because Anthony wants to plant tomato seeds with him, and that will make it so he doesn't get as homesick.

This response demonstrates a complete understanding of the passage but does not offer much support.

2-Point Response #2 (low)

How he changed in this story is his grandson Anthony went to the market and brought the seeds, And why he changed is because Anthony made him happy.

A low two-point response, this response basically fulfills the requirements of the task but does not provide the support or elaboration that would demonstrate a deeper understanding of the passage.

1-Point Response #1

He changes by telling Anthony false stories because he is so down, an depressed because his tomatoes.

This response partially engages the question, but it gives a significant misreading of the passage in the process.

1-Point Response #2

he changed to homesickness from a happy gadener!

This response shows a limited understanding of the passage and a minimal interaction with the question, but it does address one aspect of the issue at hand.

(from “Fantastic Flyers”)

Explain how kites have been used as tools and for fun. Use details and examples from the passage to carefully support your answer. Write your answer on the lines below.

3-point Response #1

Kites have been used for fun and for tools. One way it's been used for a tool is when Chinese General Han Hsin used it to measure the length to see how long to dig a tunnel to the enemy's castle. He knew how long to dig it because he used the kite's string to measure how long it would be. The kite has been used for fun all over the United States. In Washington D.C. they have contests. Even in Wisconsin they fly kites on the waterfront in Milwaukee. In Madison, WI they also fly kites on the ice. That's how kites are tools and fun.

This response demonstrates an excellent understanding of the passage and fulfills the task at hand thoroughly. The response makes use of a good amount of textual support.

3-Point Response #2

Kites can be used as tools by flying them over castle walls,
and then measuring the string to figure out how far you would
need to tunnel to get past them. Kites can be used for fun by
participating in festivals and doing tricks. Also, if you like art
it would be fun to make your own kite and decorate it.

This response also shows a full understanding of the passage and adequately addresses the question. It also provides a significant amount of information that is clearly text-based.

2-Point Response #1 (high)

A kite can be used as a tool in the military because General Han
Hsin need to now how long the tonnel was into the emey's castle.
So he measured string for the kite and then he knew. Kites can
be used for fun too. Because there are many festivals you can
go to just to have fun with kites.

This response fulfills most of the requirements of the task and demonstrates a full understanding of the passage. It does not, however, provide enough textual support to be awarded full credit.

2-Point Response #2

A kite can be used as a tool and for fun. A way it can be used as a tool is if you need to measure the height of something you can measure how long the string is and let it go in the sky. It can be used as a toy because you can make them do funny tricks.

This response fulfills most of the requirements of the task, but it also shows a partial misunderstanding of the way in which a kite was used to measure the necessary length of a tunnel.

1-Point Response #1

A diamond kite is the simplest kite. It is flat and has a tail to help it fly. Sometimes people string these kites together to create long colorful trains. And a dragon kite usually has beautiful designs and a long, curling tail, like a real dragons. Kites can be use for anything, but mostly for fun.

This response addresses the question only in minimal ways since the student simply cites a section of the passage verbatim and comments on it briefly.

1-Point Response #2

Kites was used as tools and toys and conived in China. The ivition
was grate that the farmer had but I think it is fiction.

This response makes something of an effort to address the question, but ultimately does so only in passing.

(pairing “Nonno’s Garden” and “A Flower in the City”)

Explain how the flower in the poem is like the dandelion in the story “Nonno’s Garden.”
Use details and examples from the story and the poem to carefully support your answer.
Write your answer on the lines below.

3-point Response #1

The flower in the poem was like the flower in Nonno’s Gardan
because they both grew where it is difficult for something to
grow. They are both alike because they I both had to be very
strong to live there because people would be stomping on it all
the time. Also they both bring some people joy. That’s how
their both alike.

This response demonstrates a full understanding of both passages and gives a thorough explanation of the similarity between the two flowers.

3-Point Response #2

The flower in the poem is like the dandelion in the story,
“Nonno’s Garden,” because they are both strong, they fight
for the sunlight and the rain, and they’re both beautiful.

This response demonstrates a full, insightful understanding of the two passages and makes use of text-specific detail.

2-Point Response #1

The flower is like the dandelion because the boy that saw the
dandelion grew plants and the flower got more flower around it
to make a flower bed. Also, the grampa thought the dandelion
was special and the flower was special.

This response shows some remarkable insight into the two passages, comparing the effect that the dandelion Anthony sees in the sidewalk has on Anthony (it makes him decide to grow tomatoes) with a very plausible alternative reading of the poem, which assumes that the phrase “flower bed” refers to a multitude of flowers that have sprung up in the wake of the flower described in the poem. Though this insight would put this response on par with a three-point score, ultimately the student does not provide the textual support necessary to make this reading fully explicit.

2-Point Response #2

The flower was in a sidewalk crack and the dandelion was in
a sidewalk crack. Both of the people who wrote them said that
flower's/dandelions have to be strong to live in the city.

This response fulfills the basic requirements of the task and makes use of an adequate amount of textual support.

1-Point Response #1

It is the same because they are both very important things in
the world.

This response begins to address the question adequately, but it does not provide the textual support necessary to fully develop the reading.

1-Point Response #2

A flower is like a dandlion because it is strong like a dandlaion.

This response addresses the question in only minimal ways, but it does demonstrate a certain understanding of the two passages.

Chapter 5 Mathematics

Mathematics Manipulatives

Students will use CTB-approved punch-out tools during the test sessions. The table below shows which punch-out tools will be provided at each grade level. Students will be prompted to use the appropriate punch-out tool (e.g., “Use the centimeter side of your ruler to help you solve this problem.”). The ruler or protractor icon will appear next to the item number box. Students in grade 5 will not be prompted to use their calculators, nor will a calculator icon be used.

Grade Level	Tools	Tool Features
3	ruler (U.S. customary and metric) pattern blocks	ruler interval: 1/2 inch, centimeter
4	ruler (U.S. customary and metric) pattern blocks pentomino (one asymmetrical shape used for the transformational geometry)	ruler interval: 1/4 inch, centimeter
5	ruler (U.S. customary and metric) pattern blocks	ruler interval: 1/8 inch, millimeter
6	ruler (U.S. customary and metric) protractor tangrams	ruler interval: 1/16 inch, millimeter
7	ruler (U.S. customary and metric) protractor	ruler interval: 1/16 inch, millimeter
8	ruler (U.S. customary and metric) protractor	ruler interval: 1/16 inch, millimeter
10	ruler (U.S. customary and metric) protractor	ruler interval: 1/16 inch, millimeter

Calculator Use Policy

The use of calculators varies by grade, and calculators must be made available to each student participating in the assessment.

Using calculators in grades 3 and 4 is prohibited for all sessions of the test. Only students whose IEP or Section 504 plan allows for the accommodation of calculator usage may use a calculator during the problem-solving sessions of the test. No student may use a calculator during the computation sessions of the test. Access to calculators in grades 5–8 and 10 is required, and calculators must be made available to each student participating in the assessment. CTB provides rulers and other manipulatives but does not supply calculators.

Grade	Calculator Usage
3, 4	DPI Policy: Calculators are prohibited.
5, 6, 7, 8	DPI Policy: <ul style="list-style-type: none">• There will be a non-calculator session.• Access to four-function calculators is required.• Use of a scientific calculator is a student option.• Use of a graphing calculator is a district decision. Additional Comments: <ul style="list-style-type: none">• Calculators or other electronic devices that possess any of the following features are not permitted:<ul style="list-style-type: none">— QWERTY keyboard— Devices that make noise or “talk”— Touchscreen, electronic writing pad, pen-input or stylus-driven entry systems— Removable memory units— Image capture or video recording or transmission— Sound recording or transmission— Wireless communication (infrared, cellular, radio, etc.)• Graphing calculator memory must be cleared.• Examiner manuals will provide procedures for clearing calculator memory before and after testing.

Calculator Use Policy (*continued*)

Grade	Calculator Usage
10	<p>DPI Policy:</p> <ul style="list-style-type: none">• There will be a non-calculator session.• Access to scientific or graphing calculators is required.• Use of a graphing calculator is a district option. <p>Additional Comments:</p> <ul style="list-style-type: none">• Calculators or other electronic devices that possess any of the following features are not permitted:<ul style="list-style-type: none">— QWERTY keyboard— Devices that make noise or “talk”— Touchscreen, electronic writing pad, pen-input or stylus-driven entry systems— Removable memory units— Image capture or video recording or transmission— Sound recording or transmission— Wireless communication (infrared, cellular, radio, etc.)• Graphing calculator memory must be cleared.• Examiner manuals will provide procedures for clearing calculator memory before and after testing.

Sample Mathematics Items: Selected Response

Mathematics items on the WKCE-CRT are aligned with the Wisconsin assessment frameworks. These items may be divided into six categories corresponding with the various reporting categories.

A. Mathematical Processes

Currently, in grades 3–5, Objective A is measured only in the Step B component of brief constructed-response items.

B. Number Operations and Relationships

This item addresses students' understanding of the concept of division. Students are expected to use an appropriate strategy to find the quotient.

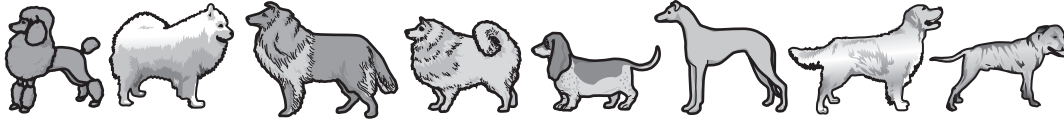
Tim read a 30-page book. He read 5 pages of the book each day. How many days did it take Tim to read his book?

- A) 4
- B) 5
- C)* 6
- D) 7

B. Number Operations and Relationships (continued)

This item measures the ability to identify the fractional part of a set. Items of this type often include art to give the student a visual aid. Students are expected to separate the items into equal groups.

A pet store had 8 puppies, as shown below.



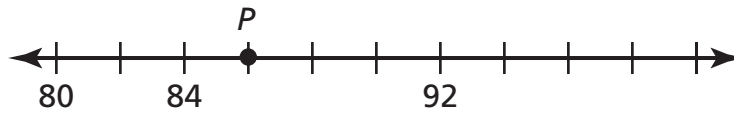
On Monday, the store sold $\frac{1}{4}$ of the number of puppies. How many puppies were sold on Monday?

- A) 1
- B)* 2
- C) 3
- D) 4

B. Number Operations and Relationships (continued)

This item measures students' ability to read, write, and represent numbers using a number line. Other items that measure this objective and sub-skill might ask students to represent numbers using arrays, expanded forms, and pictures.

Look at point P on the number line below.



Which number is located at point P on the number line?

- A) 85
- B)* 86
- C) 88
- D) 89

This item deals with making change using a collection of coins and bills equal to or less than \$20.00. Students are expected to follow a two-step process for this type of item.

Deborah bought a sandwich for \$5.75, an apple for \$1.25, and a drink for \$1.62. There is no tax on what she bought. If Deborah gave the clerk \$10.00, how much change should she receive?

- A)* \$1.38
- B) \$1.48
- C) \$2.38
- D) \$2.48

C. Geometry

This item deals with identifying properties of a two-dimensional figure. Students will use their senses of vision and touch as they inspect the manipulatives.

Use your pattern blocks to help you solve this problem.

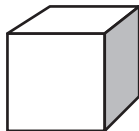
Which of these pattern blocks is in the shape of a trapezoid?

- A)* red pattern block
- B) blue pattern block
- C) green pattern block
- D) yellow pattern block

C. Geometry (*continued*)

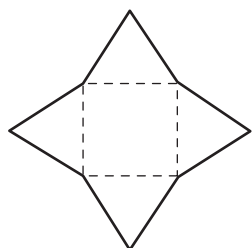
This item allows students to identify cube shapes from their nets (flat patterns). Students should be able to count the number of faces on a cube in addition to identifying the shape of each face.

David made the cube shown below by folding paper.

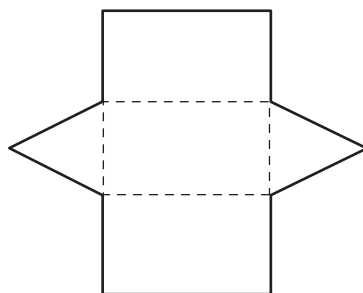


Which of these would look like David's paper if he unfolded the cube?

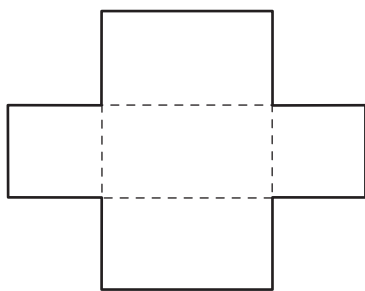
A)



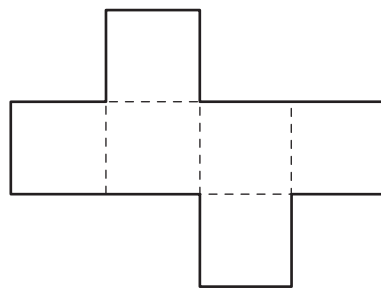
C)



B)



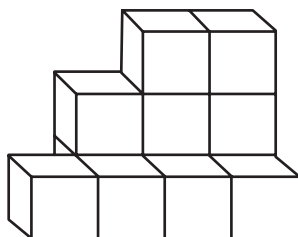
D)*



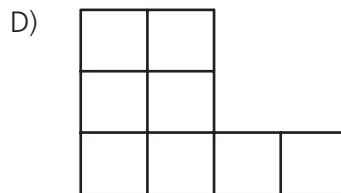
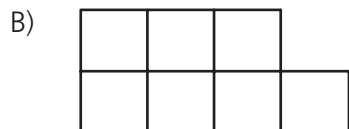
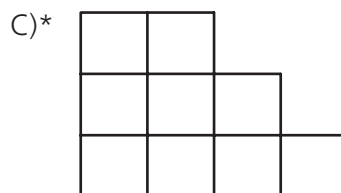
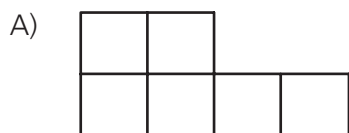
C. Geometry (*continued*)

This item focuses on identifying and describing three-dimensional figures from multiple perspectives. Students should pay close attention to the underlined words in the question to find the correct solution. Other items that measure this objective and sub-skill might ask students to use slides, flips, and turns on figures to identify congruent shapes or to discern a shape with one line of symmetry.

The 3-dimensional figure below is made of stacked cubes.



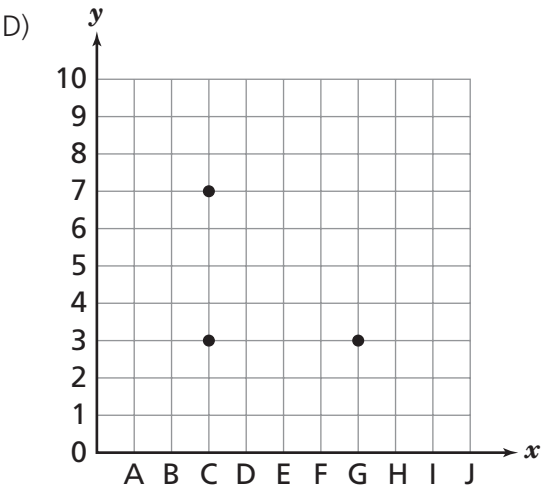
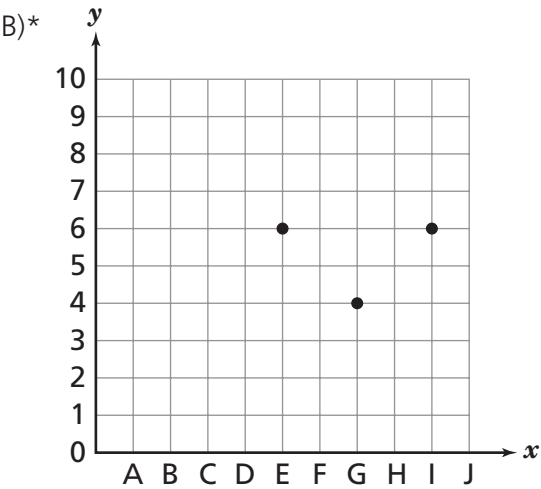
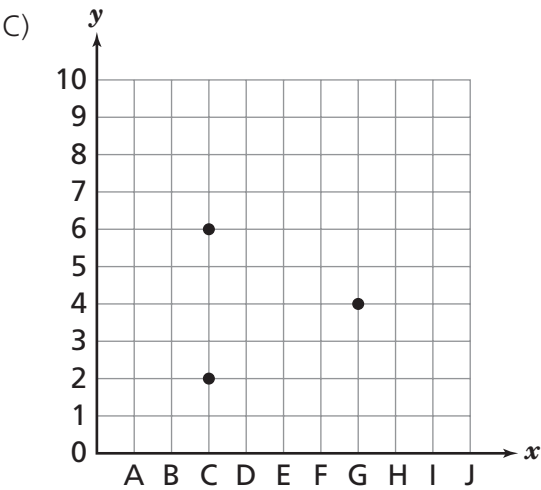
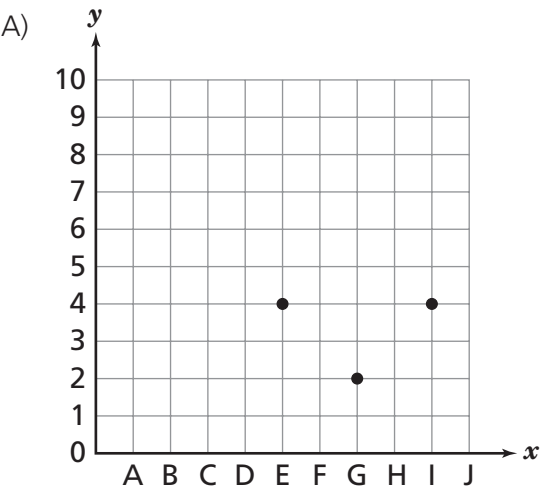
Which of these pictures shows the back view of the 3-dimensional figure?



C. Geometry (continued)

This item deals with using simple two-dimensional coordinate systems to identify or plot locations on maps. It requires students to represent points and simple figures with coordinates using letters and numbers. Students are expected to follow a two-step process for this type of item.

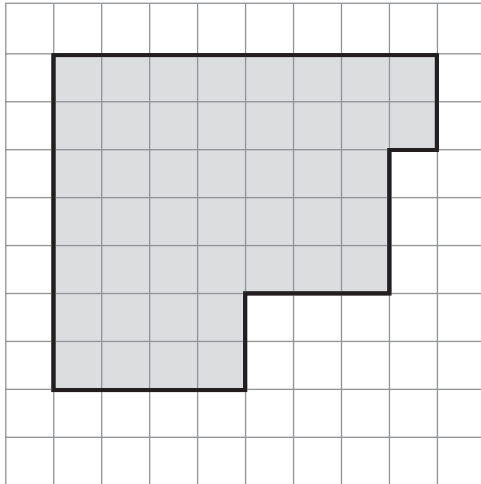
Jack's coordinate grid has 3 points plotted on it. He adds a point at (G, 8) so that the four points form the vertices (corners) of a square. Which coordinate grid could be Jack's grid?




D. Measurement

This item allows students to investigate measurements of area. Since the item deals with an irregular figure, art is included.

The shaded area on the grid below shows the area of lawn that Kelly mows.



KEY	
	Stands for 1 square unit

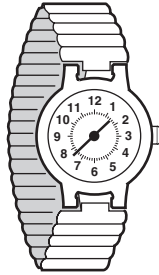
How many square units of lawn does Kelly mow?

- A) 30 square units
- B) 38 square units
- C)* 45 square units
- D) 56 square units

D. Measurement (*continued*)

This item deals with students' ability to tell time to the nearest minute and translate time from analog to digital clocks. Students may also be required to translate time from digital to analog clocks. The hour hand and the minute hand are clearly shown on the art.

Alana's watch is shown below.



What time does Alana's watch show?

- A) 1:22
- B)* 1:38
- C) 7:08
- D) 8:07

This item measures the ability to determine elapsed time in multiples of 15 minutes in a problem-solving situation.

Deshawn left school at 2:30 P.M. He arrived at home at 3:15 P.M. the same day. How many minutes did it take Deshawn to get home?

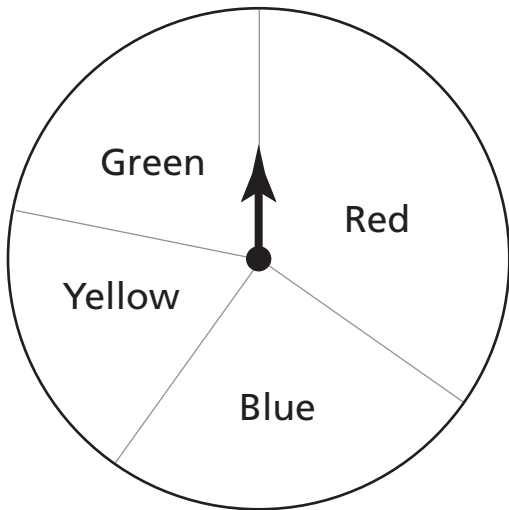
- A) 15 minutes
- B) 30 minutes
- C)* 45 minutes
- D) 60 minutes

E. Statistics and Probability

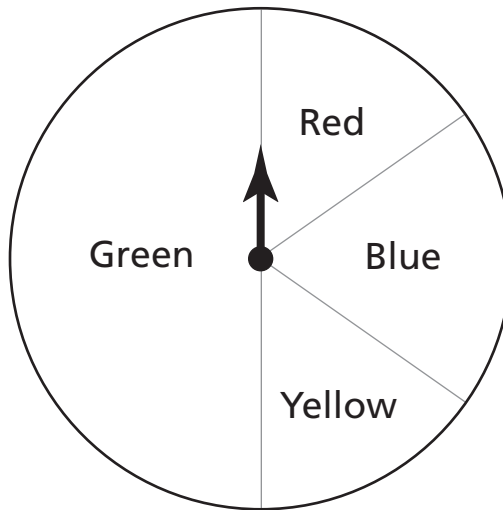
This item measures the ability to choose a spinner that is fair. Students can connect this item to their own experiences to determine which spinner they would prefer to use in a fair game.

Which spinner gives the same chance to each color?

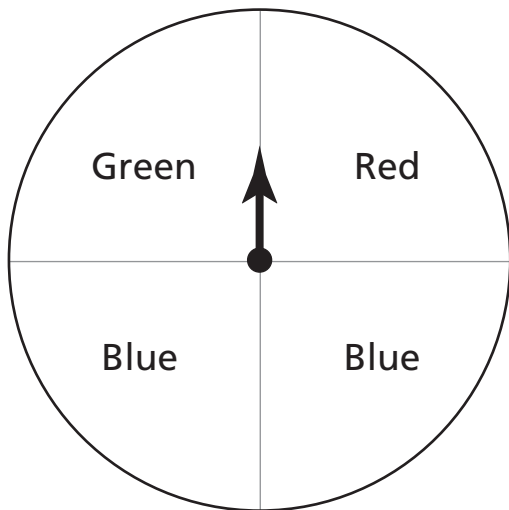
A)



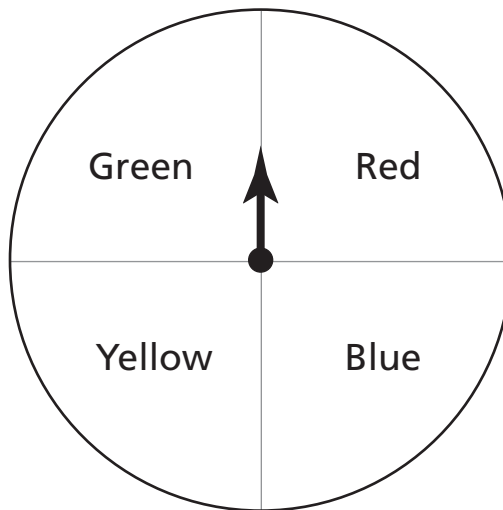
C)



B)



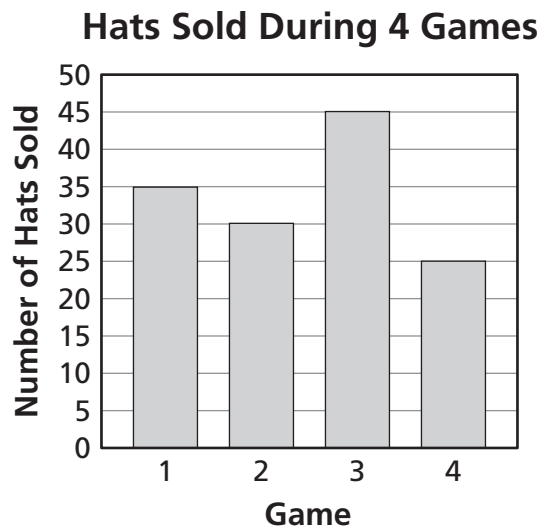
D)*



E. Statistics and Probability (*continued*)

This item measures students' ability to read, use information, and draw reasonable conclusions from data in a graph. Students should pay close attention to the underlined word in the question to find the correct solution.

Chris sells hats during soccer games. The graph below shows the number of hats sold during each of 4 games.



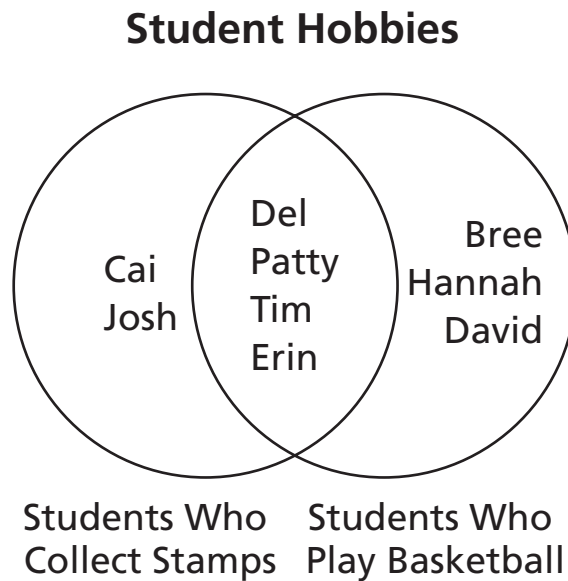
How many hats does the graph show Chris sold during both game 2 and game 3?

- A) 60
- B) 65
- C) 70
- D)* 75

E. Statistics and Probability (*continued*)

This item focuses on students' ability to read, use information, and draw reasonable conclusions from data in a Venn diagram. Students should pay close attention to the underlined word in the question to find the correct solution.

The Venn diagram below shows some students' hobbies.



Based on the Venn diagram, how many students collect stamps and play basketball?

- A) 2
- B) 3
- C)* 4
- D) 9

E. Statistics and Probability (*continued*)

This item focuses on describing a given set of data of seven numbers or fewer using the term *mode* in a problem without context. Students may also be asked to identify the range and median of a set of numbers.

Look at the set of data below.

36 43 43 45 36 36 38

What is the mode of this set of data?

A)* 36

B) 38

C) 43

D) 45

F. Algebraic Relationships

This item deals with using notation to represent mathematical thinking using a “box” variable and operation symbols (+, −, =).

There are 11 boys and 8 girls on a swim team. Which number sentence shows how to find the total number of boys and girls on the swim team?

- A) $11 - 8 = \square$
- B) $11 - \square = 8$
- C)* $8 + 11 = \square$
- D) $8 + \square = 11$

This item deals with students’ ability to demonstrate an understanding that the “=” sign means “the same as” by solving open or true/false number sentences. Using the correct operation, shown by the operation symbol, is essential to finding the solution.

The number sentence below is missing a number.

$$15 - 9 = 10 - \square$$

Which number belongs in the box to make this number sentence true?

- A) 1
- B)* 4
- C) 14
- D) 19

This item demonstrates students’ ability to determine a future event in a pattern up to the eighth item when given the first five. Students are expected to identify and apply the rule evident in the first five numbers.

The numbers below follow a pattern.

87, 78, 69, 60, 51, __, __, ?

If this pattern continues, which is the 8th number in the pattern?

- A) 15
- B)* 24
- C) 33
- D) 42

F. Algebraic Relationships (*continued*)

This item measures students' ability to solve simple one-step open sentences including a missing factor—in this case, a letter variable—in a problem without context. The answer choices show that the vases are divided evenly among the boxes.

Sara has 48 vases she needs to put in boxes. The equation below shows how Sara can find n , the number of boxes she should use if she wants to put 6 vases in each box.

$$6 \times n = 48$$

What is the value of n ?

- A) 6
- B) 7
- C)* 8
- D) 9

This item measures students' ability to demonstrate understanding of order of operations by solving two-step open sentences involving all operations. Students should recognize that there is only one method for finding the solution.

Look at the number sentence below.

$$6 + 2 \times 3 = \square$$

What number belongs in the box to make this number sentence true?

- A) 11
- B)* 12
- C) 24
- D) 36

Mathematics Assessment Rubrics

General Rubrics for Brief Constructed-Response Items

Step A

1 point

- The student provides the correct response.

0 points

- The student provides an incorrect response.

Step B

2 points

- The student demonstrates a thorough understanding of the concepts and/or procedures represented in the problem.
- The student uses appropriate mathematical procedures and/or concepts to explain or justify the response to Step A, and provides clear and complete explanations and interpretations containing words, calculations, or symbols unless otherwise specified in the item stem.
- The response may contain minor flaws that do not detract from the demonstration of a thorough understanding of the problem.

1 point

- The student demonstrates only a partial understanding of the mathematical concepts and/or procedures represented in the problem.
- The response lacks an essential understanding of the underlying mathematical concepts used to provide the response to Step A.
- The response contains errors related to the misinterpretation of important aspects of the problem, misuse of mathematical procedures and/or concepts, or misinterpretation of results.

0 points

- The student provides a completely incorrect explanation or justification, or one that cannot be interpreted.

Sample Student Responses: Constructed Response

Grade 3

Look at the growing pattern below.

1, 4, 7, 10, ?, ?

Step A

If this pattern continues, what will be the 6th number in the pattern?

Answer: _____

Step B

Use what you know about growing patterns to explain how you got the sixth number in the pattern.

Use words and/or numbers in your answer.

Score Point 3—Response #1

Step A: Answer: 16

Step B: 16 is the number because 1, 4, 7, 10, you start from one count up 3 and you get 4 and keep on counting up 3 till you get to the 6th time and stop. You have your answer.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

The response answers Step A correctly and shows the pattern of counting up by threes in Step B.

Score Point 3—Response #2

Step A: Answer: 1, 4, 7, 10, 13, 16

Step B: I counted by threes.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

This response also answers Step A correctly and provides an adequate explanation of how the student arrived at that answer. Though the response does not explicitly state that the student is counting up, the pattern of counting by threes implies an increase.

Score Point 2—Response #1

Step A: Answer: 13

Step B: $1 + 3$ is $4 + 3$ is $7 + 3$ is $10 + 3$ is $13 + 3$ is 16 so in that case we add 3 so the answer is 16 because 13 plus 3 is 16.

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 2

Total Score: 2

In this response, the student provides an incorrect answer in Step A but correctly cites the pattern of counting by threes in Step B.

Score Point 2—Response #2

Step A: Answer: 16

Step B: because I looked and I counted by two's

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 1

Total Score: 2

The response answers Step A correctly. Though the incorrect justification is given in Step B, the pattern of counting or adding is acceptable for one point.

Score Point 1—Response #1

Step A: Answer: 16

Step B: That it start at one and with 16

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 0

Total Score: 1

This response answers Step A correctly but cites no pattern of counting or adding in Step B.

Score Point 1—Response #2

Step A: Answer: 12, 14

Step B: I looked at 1, 4, 7, 10 than I counted 1, 2, 3, 4, I know that they we're counting by two's.

Scoring Comments

Step A

Score Point: 0

Step B

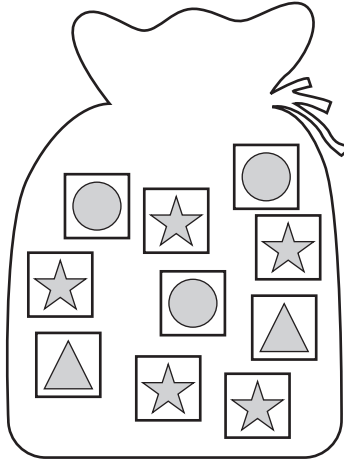
Score Point: 1

Total Score: 1

The response gives an incorrect answer in Step A. However, in Step B it demonstrates a basic understanding of the sort of approach (counting or adding) necessary to answer the problem correctly.

Grade 4

Juan reaches into the bag below. He takes one block out of the bag without looking. All the blocks are the same size and shape.



Step A

Out of the 10 blocks in the bag, how many chances does Juan have of taking a block with a circle on it?

Answer: _____ chances

Step B

Use what you know about chance to explain why your number is correct.

Use words, numbers, and/or symbols in your answer.

Score Point 3—Response #1

Step A: Answer: 3 chances

Step B: Three is the answer because they're only three blocks with circles on

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

The response answers Step A correctly and gives a valid justification of how the student arrived at that answer in Step B.

Score Point 3—Response #2

Step A: Answer: 3 out of 10 chances

Step B: There are 3 circles boxes in the bag. And there are 10 blocks in all.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

The response answers Step A correctly and provides a valid explanation of the process in Step B, defining the probability of choosing a circle as “3 circle boxes . . . 10 blocks in all”

Score Point 2—Response #1

Step A: Answer: 10 chances

Step B: there are ten blocks and three circles.

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 2

Total Score: 2

The response gives an incorrect response in Step A but demonstrates an understanding of how to determine probability—“. . . ten blocks and three circles”—in Part B.

Score Point 2—Response #2

Step A: Answer: 3 out of 10 chances

Step B: I counted the circles.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 1

Total Score: 2

The response provides the correct answer in Step A but demonstrates only a partial understanding of the relevant concepts (describing part of the process of determining probability.)

Score Point 1—Response #1

Step A: Answer: 3 out of 7 chances

Step B: There are 3 blocks with a circle on it and there are ten blocks in all. $10 - 3 = 7$. So there is a 3 out of 7 chance of picking up a block with a circle.

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 1

Total Score: 1

This response gives an incorrect answer for Step A. In Step B the student misinterprets important aspects of the problem, but one point is given for the first sentence.

Score Point 1—Response #2

Step A: Answer: 3 chances

Step B: I looked at the blocks.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 0

Total Score: 1

The response answers Step A correctly but gives an insufficient explanation of the methods used in Step B.

Grade 5

Step A

Stephan and Jane started shoveling snow from opposite ends of a sidewalk.

Stephan shoveled snow off of $\frac{3}{8}$ of the sidewalk. Jane shoveled snow off of $\frac{4}{8}$ of the sidewalk.

What total fraction of the sidewalk did Stephan and Jane shovel? Write your answer as a fraction.

Answer: _____ of the sidewalk

Step B

Explain how you found the total fraction of the sidewalk that Stephan and Jane shoveled. Use words and/or numbers in your answer.

Score Point 3—Response #1

Step A: Answer: 7/8 of the sidewalk

Step B: $4/8 + 3/8 = 7/8$

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

This response answers Step A correctly and provides a correct process for adding fractions in Step B.

Score Point 3—Response #2

Step A: Answer: 7/8 of the sidewalk

Step B: I thought to myself that $3/8$ and $4/8$ the diemnomators are the same. I added $4 + 3 = 7$. then I did not add the diemonomator, so I left it 8. That is how I got $7/8$.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

This response answers Step A correctly. In Step B the student clearly communicates the correct process for adding fractions.

Score Point 2—Response #1

Step A: Answer: 7/8 of the sidewalk

Step B: I just added 3 and 4 that's how I got my awnser

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 1

Total Score: 2

This response answers Step A correctly. In Step B the student gives a correct process for adding numerators but makes no mention of common denominators.

Score Point 2—Response #2

Step A: Answer: 6/8 of the sidewalk

Step B: $3/8 + 4/8 = 6/8$ of the sidewalk

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 2

Total Score: 2

The student makes a computational error in the numerator in Step A but demonstrates a full understanding of the process of adding fractions in Step B.

Score Point 1—Response #1

Step A: Answer: 7/8 of the sidewalk

Step B: I drew a picture of the sidewalk and colored in one part of the sidewalk each time Stephan or Jane shoveled it.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 0

Total Score: 1

The student answers Step A correctly but does not describe the process for adding fractions in Step B.

Score Point 1—Response #2

Step A: Answer: 7/16 of the sidewalk

Step B: I just added 3 over 8 plus 4 over 8 and I got 7 over 16

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 1

Total Score: 1

The student answers Step A incorrectly but demonstrates a rudimentary understanding of the process for adding fractions.

Chapter 6 Appropriate Test Preparation Practices

Before Administering the Test

Prepare in advance

It is important that students are prepared to do their best on the WKCE–CRT; they should understand the purpose and format of the test and how test results will be used.

Explain the Purpose of the WKCE–CRT to Students

The test is most accurate as a measure of students' abilities when students are interested, confident, and understand testing procedures. Help students to understand the how and why of the WKCE–CRT, making sure to let them understand the reasons for the test and why it is important.

Inform students as to the role of standardized testing in the educational process, and discuss the difference between standardized assessment and classroom assessment. It is important to specifically address the fact that the WKCE–CRT serves solely as a means of measuring the skills and concepts that students have mastered. Students should be reminded that their scores on the WKCE–CRT will not affect their grades.

Review testing schedules beforehand

It is important to know the testing schedule for your school in order to ensure that the testing process goes as smoothly as possible. Regular coursework should be arranged so that there is enough time for testing without interruption.

Similarly, it is also important to anticipate possible issues regarding accommodations for English language learners and students with disabilities. Familiarize yourself with the requirements and guidelines surrounding these accommodations as found on the DPI website at <http://dpi.wi.gov/oea/specneed.html>.

Introduce Test-taking Strategies in the General Curriculum

A rich curriculum and good teaching practices are the best preparation for the test. As a part of that curriculum, however, it may be beneficial to familiarize students with some of the tasks and constraints they will encounter on the WKCE–CRT. Giving students many experiences with timed work as part of a regular curriculum can help students feel more comfortable with the format of the WKCE–CRT. Also, familiarity with selected-response and brief constructed-response items in their daily curriculum can help students to feel comfortable with the material on the WKCE–CRT.

Reading Endurance

One of the best ways to help students prepare for the reading section of the WKCE–CRT is to increase students' reading endurance. A particularly effective method of doing this is simply to allow students longer periods of uninterrupted reading as a part of the regular curriculum.

Teachers can begin by assigning students longer passages that have been divided into smaller sections, so as to incrementally transition students into extended periods of self-directed reading. Students can then be introduced to longer and longer periods of uninterrupted reading, gradually increasing the time spent and the length of the passages.

Ideally, students should be given regular opportunities to read for 45 minutes without interruption. As students expand their reading skills, teachers should model ways of synthesizing the various parts of a text.

Before the Test: Advice for Students and Parents

Students and their parents also have important roles to play when it comes to preparing for testing. By addressing some issues relating to testing beforehand, both students and parents will better know what to expect.

Inform students that they will not be allowed to bring into the testing area cell phones, camera phones, personal digital assistants (PDAs), any device with infrared or Bluetooth technology, or any other form of wireless communication. In addition, students will not be permitted to use any form of wireless communication during short breaks in the testing session.

Parents or guardians should be informed about the test and should participate in preparing their children. Send a letter informing parents or guardians of the testing date, the kind of test to be given, and the purpose and importance of the test.

On the Day of the Test

- Convey a positive attitude, encouraging students to do their best.
- Let students know the importance of paying attention to instructions. If students do not hear or do not understand the directions, they should be encouraged to ask questions.
- It is also important that students know to use their time efficiently and that they should review their answers if time allows. If students do not know the answer to a question, they should go on to the next item and come back later.
- Students should be encouraged to attempt to answer all questions. Students should also be aware, however, that they may not be able to answer every question correctly, as some of the content they encounter may not have been addressed recently in class.
- Students should read selected-response questions carefully, noting key words. Remind students that they should try to determine the correct answer before looking at the answer choices, and that they should eliminate choices that they know are incorrect.
- Remind students to record their answers accurately and to check them with care.

Advice for Students

Discuss the following suggestions with students in the weeks prior to the test.

- Relax. Being a little nervous before a test is completely normal.
- Be sure to listen to the instructions. If you cannot hear or do not understand the instructions, it is important that you ask questions.
- Different sections may have different directions. Make sure that you listen to and read all instructions carefully.
- Make sure that you understand what a question is asking for before answering it.
- Eliminate answer choices that you know are incorrect.
- Use your time efficiently. Don't spend too much time on one section. If you find that an item is particularly difficult, it may be best to move on to the next question and then go back to the difficult questions if you have extra time.

- If you have extra time after completing a section, it may be worthwhile to go back and check your answers.
- Trust your instincts. When rechecking your answers, only change your response if you know that the previous answer was incorrect.
- Keep a positive attitude.
- Concentrate on doing your best.
- Know that you will have a chance to talk about the test afterwards, and that you will be able to talk to your teacher about your scores, should you want to.

Advice for Parents

In the letter sent to parents or guardians, it may be useful to include some of the following suggestions:

- Encourage your children to employ good test-taking habits: follow directions carefully, avoid careless errors, recheck work.
- Remind students that the WKCE–CRT is simply a tool for measuring what students have learned so far, and that test scores do not affect grades. Extra studying just prior to taking the test will most likely not help.
- Though the test is important, students should be encouraged not to be nervous about the test. Students who are calm and self-confident do better on tests.
- Students should get plenty of sleep and have a good, nourishing breakfast and lunch. Test taking requires a good deal of energy.
- Be sure your child gets to school on time. Rushing and worrying about being late can affect performance.
- Remember to ask your child about the testing at the end of each day. When results arrive, discuss the results and any concerns with your child. Ask your child's teacher about any information on the score report that is not understood.
- Meet with teachers to discuss your child's progress.

After the Test

Give students an opportunity to talk about the test after it has been administered. Some students may be curious or anxious about their performance, and having the chance to share those feelings with others may be beneficial. When scores arrive, explain test scores to students individually so that they have an accurate picture of their performance when seen in a larger context.



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